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ABSTRACT

"Indian Studies and Programs" was designed to provide more and better opportunities for American Indians to enter and to complete college or university education through a graduate-level training program especially designed for college and university personnel who are involved in recruiting, counseling, and teaching Indian college students. The major emphasis of the training program included a development and extension of knowledge about an attitudinal change towards American Indian students. Staff member qualifications, participant selection guidelines, and the faculty-participant ratio are discussed. The basic format of the training program involved a major lecture each day which set the stage for discussion groups. Evaluation of the program was accomplished by soliciting reactions to the program from discussion leaders and by inviting observers from the State Department of Public Instruction to provide another evaluative view. Also, the director held individual conferences with discussion leaders and participants for the purpose of modifying future programs. The impact of the short-term training program on the regular college program, both at Huron and at other institutions; the training program's major weaknesses and major strengths; and the college program development plans are all presented. (FF)

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HURON COLLEGE

HURON, SOUTH DAKOTA 57350

June 24, 1971

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TO: Personnel Development Branch, Division of College Support, Bureau of Higher Education, U. S. Office of Education, Washington, D. C. 20202

FROM: Donald D. Ross, Assistant Professor of Education, Huron College, Huron, South Dakota 57350

SUBJECT: Director's Evaluation Report: "Indian Studies and Programs: Recruitment, Teaching and Counseling of American Indian College Students"--a Short-Term Training Program for fifty higher education personnel under Part E of the Education Professions Development Act--August 10-14, 1970 and June 1-5, 1971

I. Basic Information:

A. Name and Address of institution: Huron College, Huron, South Dakota 57350

B. Name of Program: Indian Studies and Programs: Recruitment, Teaching and Counseling of American Indian College Students. Grant No. 71.

C. Director's Name: Donald D. Ross, Assistant Professor of Education, Huron College, Huron, South Dakota. Also Director of Office of Indian Programs and Studies. Phone No. 605-352-8721, Ext. 243

D. Dates of Program: Aug. 10-14, 1970 and June 1-5, 1971

II. Program Focus:

"Indian Studies and Programs" was designed to provide more and better opportunities for American Indians to enter and to complete college or university education.

It was a graduate-level training program specifically designed for college and university personnel: Admissions counselors, faculty members, administrators, personnel deans, and all who would have contact with recruiting, counseling, and teaching of American Indian college students.

The program sought to discover and develop ways in which the participants and their institutions would increase and improve the opportunities of higher education for American Indian college students.

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The major emphasis of the training program included a development and extension of knowledge, and an attitudinal change. Each of the instructors were selected for their particular expertise.

III. Program Operation:

A. Participants: The response to the program was especially gratifying, in that those individuals who did apply to be participants were directly or indirectly involved with Indian students at their home institutions and were interested in increasing their knowledge on the American Indian.

1. The following selection criteria were preferred and utilized.

a. Possess at least a Bachelor's degree--the majority possessed a Master's or above.

b. Employed as a faculty or staff member by an institution of higher education.

c. Represent an institution of higher education in the broad Midwest area which had actual or potential Indian student enrollment.

The selection criteria were minimal and were satisfactory.

2. Faculty-participant ratio.

August 10-14, 1970--Four lecturers were utilized in the program, and four discussion leaders served as catalysts in their discussion groups. The ratio for the week was one full-time faculty for ten participants. Fifty full-time participants were involved.

June 1-5, 1971--Five lecturers were utilized in the program, and seven discussion leaders. Fifty participants had been selected; however, six failed to attend due to varying exigencies. Nine community members and 13 students accompanied various participants, for a total of sixty-six involved individuals. The ratio for the week was one full-time faculty for 8.3 participants.

B. Staff:

August 10-14, 1970:

Discussion Leaders: Highly effective and influential, not only in their particular discussion groups but also in their association with all of the participants. All four, two of whom were of Indian heritage, were especially knowledgeable concerning background information on the American Indian and the subject areas presented by the lecturers.

Lecturers: Highly effective and influential. Dr. Bryde is noted for his extensive work with American Indian students and for innovative designs for curricula changes. Dr.Costo, being an editor of the INDIAN HISTORIAN, and being involved with textbook revisions and evaluation was especially well-received.

Mrs. Mary Nelson, as the keynoter, effectively set the stage for the week, and each lecturer added to the strength of the program by following through on the directions established by Mrs. Nelson. Mr. Tyra Talley, as director of a mental health center, has come in contact with many students and community members of Indian heritage, and was able to present a view of their problems from an entirely different framework of perspectives.

June 1-5, 1971:

Discussion Leaders: Three of the seven discussion leaders took part in the August session and were invited to return because of their effectiveness. The fourth discussion leader from the August session was also invited, but unable to be present because of illness. Dr. Bryde, a lecturer from the August session, was invited to be a discussion leader, and was able to provide a stimulus for the entire participant body through his insightful knowledge of the American Indian. Miss Bea Medicine, a member of the Standing Rock Sioux, has been involved in anthropological studies for several years, and as a consequence has traveled quite extensively throughout American Indian country, and was a highly effective discussion leader. Dr. Joseph Trimble, a member of the Oglala Sioux, has accomplished a great deal of research on the American Indian in the state of Oklahoma, and was also a highly effective discussion leader. Mr. Ed Madsen, a member of the Flathead tribe, from his position as Director of Upward Bound at the University of Idaho, brought to his group a special insight of the problems Indian students experience in higher education.

Lecturers: Mr. Arthur Raymond, has for years been a champion of the Indian in Public Media. His keynote lecture set the stage for a highly impressive week of total involvement. Dr. Dick West's presentation on the American Indian and Creative Expression brought a new view for the majority of the participants of the sophistication of Native American artists. He was especially well-received because of his warm and captivating humor. Dr. Bill Burgess, was especially knowledgeable of Contemporary American Indian Affairs, and was able to present an especially insightful analysis.

Mr. Louis Ballard of the Institute of Indian Arts had been contracted, but because of other commitments he was unable to

be present. Mr. Dick Wilson, Director of the Native American Studies at the University of New Mexico, proved to be an outstanding substitute with his view of the place of Native American Studies. Dr. Roger Buffalohead, as a historian, brought to the program a perceptive analysis of the trend in recent historical literature on American Indians.

All five of the lecturers were of Indian heritage.

C. Activities:

The basic format of the training program involved a major lecture each day which set the stage for the discussion groups. During the August session the discussion leaders moved from group to group. The participants decided that for the June session they preferred to remain with one leader for the entire program.

1. Those participants who had elected to receive credit for their involvement in the August and June sessions were also involved during the intervening time at their home institutions in some area of developing curriculum materials reflecting the American Indian, in designing symposiums following the Indian theme, in more active and extensive recruiting for American Indian students, and in sponsoring Visiting American Indian Scholars for various types of convocations.

2. The division of the training program in the three segments; August, Interim, and June, was felt to add to the effectiveness of the total program. The length of the on-campus portions, one week duration each in August and June, was also felt to add to the effectiveness of the total program. The independent involvement apparently was a strong point of the total program, for a great number of programs, symposiums, and workshops were conducted throughout the area served, involving not only higher education personnel but also involving community members of Indian heritage in more programs on college campuses and in adult education enterprises.

3. Part of the concept for the training program was to provide the participants with opportunities to meet, associate, and listen to as many individuals of American Indian heritage who possess a particular expertise in the various disciplines. Each of the presentations was geared to the idea that it was a mini-course, and the participants could possibly incorporate them in the curricula of their various institutions.

Following the indications of the participants a happy medium between structured formal instruction and unstructured

activities was a built-in feature of the program. One of the benefits of such a training program is the extra-curricular interchange of experiences and opinions between the participants and also between the faculty and the participants.

The June session utilized the input of students and community members involved in the various colleges represented in the program. The community members were highly impressed with the program and indicated that they were extremely pleased that something was finally being accomplished for the improvement of instruction and counseling of Indian students in higher education. The students were also supportive and provided insights to the problems that they experiences in the various institutions.

4. The director made a determined effort to visit with each of the participants in order to ascertain the desires and needs of the participants.

The June program with an increased number of discussion leaders, reflected the evaluations of the August segment. When different participating individuals requested that they be allowed time in the unstructured portion of the program to present some particular input, time was rescheduled to allow for this.

D. Evaluation:

Discussion Leaders: The discussion leaders were asked to submit their reactions to the training program for the general purpose of providing one base for evaluating the entire program.

Individual conferences were held by the director with the discussion leaders for the purpose of modifying the program to include their suggestions and the suggestions of the participants who were members of their discussion group.

At each of the sessions--August and June--observers were invited from the State Department of Public Instruction (Director of Indian Education) for the purpose of providing another evaluative view.

One of the Discussion leaders, Dr. Tom Golden, is our coordinator for graduate credit from the University of South Dakota, and conducted a running evaluation of the programs. He and the director had several conferences during the year for the purpose of planning the session, and seeking ways to extend the services provided by inviting other institutions to be represented in the program.

During the June session a special portion of time was alloted for reactions by the students and by the community members. Their evaluation was most valuable. The various institutions represented also presented reviews of their involvement in Indian studies, accompanied by an evaluative review of the total program.

It is anticipated that the Director will again visit the various colleges involved in Indian Programs and Studies in an effort to determine the extent of the effectiveness of the Huron College Training Program and its impact on their planning and involvement.

IV. Conclusions:

Impact on regular program: As a result of the exposure to this program, members of the Huron College staff in housing, student affairs, and instruction were made aware of some of the specific needs of Indian students as they come to college. An attitudinal change and development toward a better working relationship with Indian students has taken place.

Members of the Admissions staff have also been involved,and their work on reservations and in schools serving Indians has changed in quality. One member of the Admissions staff has been designated as being solely responsible for recruitment activities involving Indian youth.

A special course concerning the history of the Dakota was designed and presented during the Interim term. Another course in "Non-Christian Religions: Readings in American Indian Religion" was taught during the second term. Both of these courses were influenced by the EPDA Training Program. It is anticipated that additional courses will in time be added to the curriculum and that there will be an incorporation of material on the American Indian in the regular course offerings, beyond that which is now included.

Impact on other institutions: From all indications, some of the same results are taking place in the other institutions represented in the Training Program. Special courses on Indian culture and history have been taught; symposiums concerning the Indian and the problems he encounters have been presented.

The Visiting Indian Scholar Program sponsored by the Colleges of Mid-America Consortium (of which Huron College is a member) has proven to be highly successful, due in part to the fact that participants in the Training Program from the Consortium developed a renewed and conscientious interest in presenting a positive and academic image of the American Indian on their respective campuses.

Major Weaknesses: If a similar program is offered in the future, it is felt that areas of the program which would call for improvement are: (1) The enlistment and participation of more Indians from the local area in the discussion groups--both those who have been "educational drop-outs" and those who have gone on to complete formal courses, both those from reservations and those who have migrated to the cities; (2) The possible interaction of experts in panels, rather than individual presentations and then departure.

During the June session of the Training Program community members and students were included as participants. Each of the colleges represented was challenged with the responsibility of recruiting Indian community members and students to accompany their participants.

The community members selected did an admirable job in interacting in the discussion groups, and added immeasurably to the success of the program, as did the students.

The basic format of the Training Program included a major presentation each day by a different expert. Due to their time limitations they were unable to spend more than the one day with the Training Program. It is felt that if they could have been involved for a longer period of time, it would have added to the viability of the Program.

The discussants, who were experts in their own disciplines, were excellent and highly appreciated by the participants.

Major strengths: The major strength of the entire Training Program was the expertise of the presentors as well as the expertise of the discussants. The majority of the presentors and the discussants were of American Indian heritage, and this added to the success of the Program. The participants who were of Indian heritage were much impressed with the professionalism exhibited by the presentors and the discussants.

Another major strength was the follow-up by the participants in some program or course at their home institution.

The structuring of the Training Program in an informal manner, which included a minimum of formal lecturing and a maximum of small and intimate discussion groups, from all indications was most impactful for the participants.

Program Development Plans: As a local institution, Huron College is developing a deeper interest in a cooperative educational program with the American Indian; a "human relations program" involving cultural interchange is developing (this involves a period of time spent upon an Indian college campus by non-Indian Huron College students and of Indian students from Haskell Junior College upon the Huron College campus); Huron College now has two American Indians as full-time faculty members (both men), and one American Indian woman as a member of the library staff (a second woman would be employedif the right person for a position could be found); a "developmental program" for students with special needs in study skills, etc., has been established; one faculty member has completed the residence requirements for a doctorate in the field of American Indian history; a federal grant application has been made for training tribal leaders to assist in educational programs; applications have been made to several foundations for additional scholarship and other funds to develop more program work with the American Indian.